# Heron Virtual Academy
# Of
# South Carolina

Replication Application

presented to

Charter Institute at Erskine

by

Planning Committee for

Heron Virtual Academy of South Carolina

July 2nd, 2021

# Contents

**PART I**

**Name of Original School/Model to be Replicated:** Cyber Academy of South Carolina High School

**Name of Proposed Replication School:** Heron Virtual Academy of South Carolina

**Mailing Address (if known):** TBD

**City:**

**State:**

**Zip:**

**Name of Applicant Group:** South Carolina Learns

**Point of Contact**

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Grade Level(s) Opening Year:  Grades 9-12

Grade Levels at Full Matriculation:   Grades 9-12


*The planning committee chairperson is the designated point of contact for the application.*

**Executive Summary**

The Board of South Carolina Learns governs Cyber Academy of South Carolina (CASC) and respectfully submits this application, as the Planning Committee, to the Charter Institute at Erskine Board of Directors to replicate CASC High School in a new virtual charter school, Heron Virtual Academy of South Carolina ("HVASC" and the "School"), with the designation as an Alternative Education Campus pursuant to Section 59-40-111 of the SC Charter Schools Act.[1]  The School will enroll students statewide in grades 9 through 12 beginning in SY2022-2023 with administrative offices proposed in Columbia, South Carolina.

The Alternative Education Campus designation is statutorily defined as a charter school with the explicit mission and purpose to serve an enrolled student population (1) with fifty percent or more of students having Individualized Education Programs (IEPs) or a demonstrated need for specific services or specialized instruction as defined in Section 59-40-50 or (2) eighty-five percent or more of enrolled students meeting the definition of a "high-risk student" including "transient students", students that transfer into the school after the beginning of any school year and those that transfer into the school in the middle of their high school years.  Recent CASC student data analyzed by a third-party data analyst which confirmed the eligibility of a student population and need for this replication charter school with an AEC campus designation is supported by the volume of inquiries received by our Education Services Provider from families from all 46 counties in South Carolina who are interested in online learning for their high school students.  Together, the data and the inquiries formed the basis for the CASC Board's decision to submit this application.

The mission of HVASC is to provide an innovative virtual education by pairing a comprehensive career readiness focus with social emotional learning support for all students, regardless of circumstance.  We believe that the partnerships with parents, families, and the greater community contribute to student success as we prepare our students to enter directly into the workforce or continue with their postsecondary education.

HVASC's vision for student learning is to provide access to a career-learning education that promotes student proficiency--as measured by End-of-Course examinations (EOCEP) as well as the Ready to Work (R2W) and Essential Soft Skills (ESS) Assessment--and provides for authentic career exploration opportunities in collaboration with industry partners. The virtual aspect of the School removes the geographic barriers that prevent many students from accessing career-readiness education. Workforce partnerships throughout South Carolina, facilitated by the CASC Board and the School's Advisory Council, will ensure that pathways and skills training such as internships are aligned to South Carolina's workforce needs and happen virtually or in geographically appropriate areas.

HVASC will have four defining characteristics: a focus on personalized education through its virtual model, comprehensive career-readiness education offerings, a robust Social Emotional Learning component, and provision for student feedback and suggestions.

The first defining characteristic, a focus on personalized education, is supported by the curriculum products and materials that HVASC proposes to offer which have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. We understand that each student HVASC serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, we believe it is important to support those individual personalized learning needs.

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[1] References to the CASC "Board" in this application refer to the Planning Committee for the replication school.

Our goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches (usually the student's parent or another responsible adult who supports the student in the learning process while they are enrolled in the School). Connecting all these learning support sources is alignment to state content standards, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by HVASC through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. Effective teaching and learning is about meeting the student where s/he is on a continuum of learning within each content area, utilizing technology and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. HVASC will offer teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions. Regardless of the technology level, the important feature of these personalized experiences is that each one provides learning experiences that meet the specific and unique learning needs of individual students.

The second defining characteristic is its career-readiness education (CRE) program. As a governing body, we are committed to ensuring students graduate with the skills they need to confidently pursue postsecondary education or step directly into high-demand, high-wage jobs in South Carolina. Our anticipated ESP is Stride, Inc. ("Stride") (formerly K12 Inc.). Stride is capable of creating customized curriculum in partnership with businesses and industries to ensure that students develop workforce-ready skills and competencies. It is our mission to empower all students to contribute positively to the communities in which they live by preparing them for careers that are relevant in South Carolina. The flexibility and reach we will have as an online school will ensure our students have access to a variety of career pathways.

The third defining characteristic is its Social-Emotional Learning (SEL) Program. Knowing that every student is unique, HVASC will focus on building authentic relationships with each student, striving to inspire the individual to realize and grow into his/her potential. Social and Emotional support is a key aspect to providing a healthy, safe, and supportive learning environment. As such, an SEL program is intended to help students build resilience and confidence through interactive, engaging discussions with teachers and peers. Providing this support increases student motivation to grow, learn, and improve self-awareness and confidence. During the school year, students attend weekly advisory or homeroom sessions in a live, online forum facilitated by a specially trained facilitator. Some students may participate each day to become familiar with the online experience and to get to know their classmates. Through the program, students grow in five key social and emotional areas necessary for thriving in school and life: self-awareness, self-management, social awareness, relationship building, and responsible decision-making.

The fourth defining characteristic is a Student Advisory Council ("Council") tentatively comprised of two students in good standing from each grade (9-12). The Planning Committee recommends that the purpose of the Council is to provide feedback and suggestions for the HVASC instructional and support programs; students for the Council be nominated by the instructional staff; a staff member be assigned as a Council advisor; final guidelines for the Council be formally put in place by the administration and instructional staff; and the Council will meet virtually at least four times per year and face to face at least once per year.

## Section 1. Evidence of Need and Community Support

**1A. A description of your target population. This should address size, grades, composition, and academic needs.**

The target population of HVASC are students in grades nine through twelve who live throughout the state of South Carolina. HVASC enrollment, projected in **Appendix R**, ranges from 600 students in Year 1 (SY2022-2023) to 900 students in Year 10 (2031-2032).

Based on the evidence provided in **Appendix B**, the Board has determined that there is a need for HVASC to be an Alternative Education Campus pursuant to Section §59-40-111 of the SC Charter Schools Act. The Alternative Education Campus designation as cited in the statute is defined as a charter school with the explicit mission and purpose to serve an enrolled student population with the following demographics:

- Fifty percent or more of students having Individualized Education Programs (IEPs) in accordance with federal regulations or a demonstrated need for specific services or specialized instruction as defined in Section 59-40-50, and the school shall provide the needed evidence-based specialized instruction, interventions, services, support, and accommodations based on the needs of the students; or
- Eighty-five percent or more of enrolled students meeting the definition of a "high-risk" student including students who:
    a) have been adjudicated as juvenile delinquents or who are awaiting disposition of charges that may result in adjudication;
    b) have dropped out of school or who have not been continuously enrolled and regularly attending any schools for at least one semester before enrolling in this school;
    c) have been expelled from school or who have engaged in behavior that would justify expulsion;
    d) have documented histories of personal drug or alcohol use or who have parents or guardians with documented dependencies on drugs or alcohol;
    e) have documented histories of personal street gang involvement or who have immediate family members with documented histories of street gang involvement;
    f) have documented histories of child abuse or neglect;
    g) have parents or guardians in prison or on parole or probation;
    h) have documented histories of domestic violence in the immediate family;
    i) have documented histories of repeated school suspensions;
    j) are under the age of twenty years who are parents or pregnant women;
    k) are homeless, as defined in the McKinney-Vento Homeless Assistance Act; or
    l) have a documented history of a serious psychiatric or behavioral disorder including, but not limited to, an eating disorder or a history of suicidal or self-injurious behaviors.

In addition, the State Department of Education and the Charter Institute at Erskine have indicated that the definition of a "high-risk" student may include "transient students," which includes those

students that transfer into a school after the beginning of any school year and those that transfer into a school in the middle of elementary school, middle school, or high school.

It is HVASC's mission to provide an innovative virtual education by pairing a comprehensive career readiness focus with social emotional learning support for all students, regardless of circumstance. We believe that the partnerships with parents, families, and the greater community, will contribute to student success as we prepare our students to enter directly into the workforce or continue with their postsecondary education.

**1B. Provide evidence that an adequate number of parents or guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. You must include a table indicating interest documented by grade level or non-graded education groupings for the first year of operation.**

**Evidence of Support for Formation of the Charter School**

In the twelve months between May 1, 2020, and April 30, 2021, the proposed ESP received 17,392 inquiries about online learning specifically for high school students and "all grades" from South Carolina families representing all 46 counties in the state.  Below is the county by county inquiry count in both table format and heat map.

| SOUTH CAROLINA FAMILY INQUIRIES TO STRIDE ABOUT HIGH SCHOOL AND "ALL GRADES" ONLINE LEARNING 5.1.20-4.30.21 | | | | | | | |
|---|---|---|---|---|---|---|---|
| COUNTY | INQUIRIES | | COUNTY | INQUIRIES | | COUNTY | INQUIRIES | TOTAL INQUIRIES |
| CALHOUN | 47 | | BEAUFORT | 406 | | SPARTANBURG | 1057 | |
| CHESTERFIELD | 220 | | BERKELEY | 659 | | SUMTER | 422 | |
| COLLETON | 216 | | CHESTER | 145 | | WILLIAMSBURG | 178 | |
| EDGEFIELD | 108 | | DORCHESTER | 703 | | AIKEN | 719 | |
| GEORGETOWN | 188 | | MARION | 243 | | ANDERSON | 636 | |
| GREENVILLE | 1382 | | MCCORMICK | 16 | | CHARLESTON | 919 | |
| JASPER | 123 | | ALLENDALE | 24 | | CHEROKEE | 206 | |
| LAURENS | 192 | | CLARENDON | 140 | | DARLINGTON | 290 | |
| LEXINGTON | 927 | | DILLON | 127 | | GREENWOOD | 191 | |
| OCONEE | 226 | | FAIRFIELD | 63 | | HORRY | 1251 | |
| UNION | 174 | | FLORENCE | 581 | | KERSHAW | 228 | |
| YORK | 1025 | | HAMPTON | 102 | | LEE | 53 | |
| ABBEVILLE | 57 | | LANCASTER | 322 | | ORANGEBURG | 433 | |
| BAMBERG | 41 | | MARLBORO | 175 | | PICKENS | 420 | |
| BARNWELL | 116 | | NEWBERRY | 182 | | RICHLAND | 1409 | |
| | | | | | | SALUDA | 50 | |
| | | | | | | | | |
| TOTAL INQUIRIES FROM ALL SOUTH CARLINA COUNTIES | | | | | | | 17,392 |

South Carolina Inquiries by County
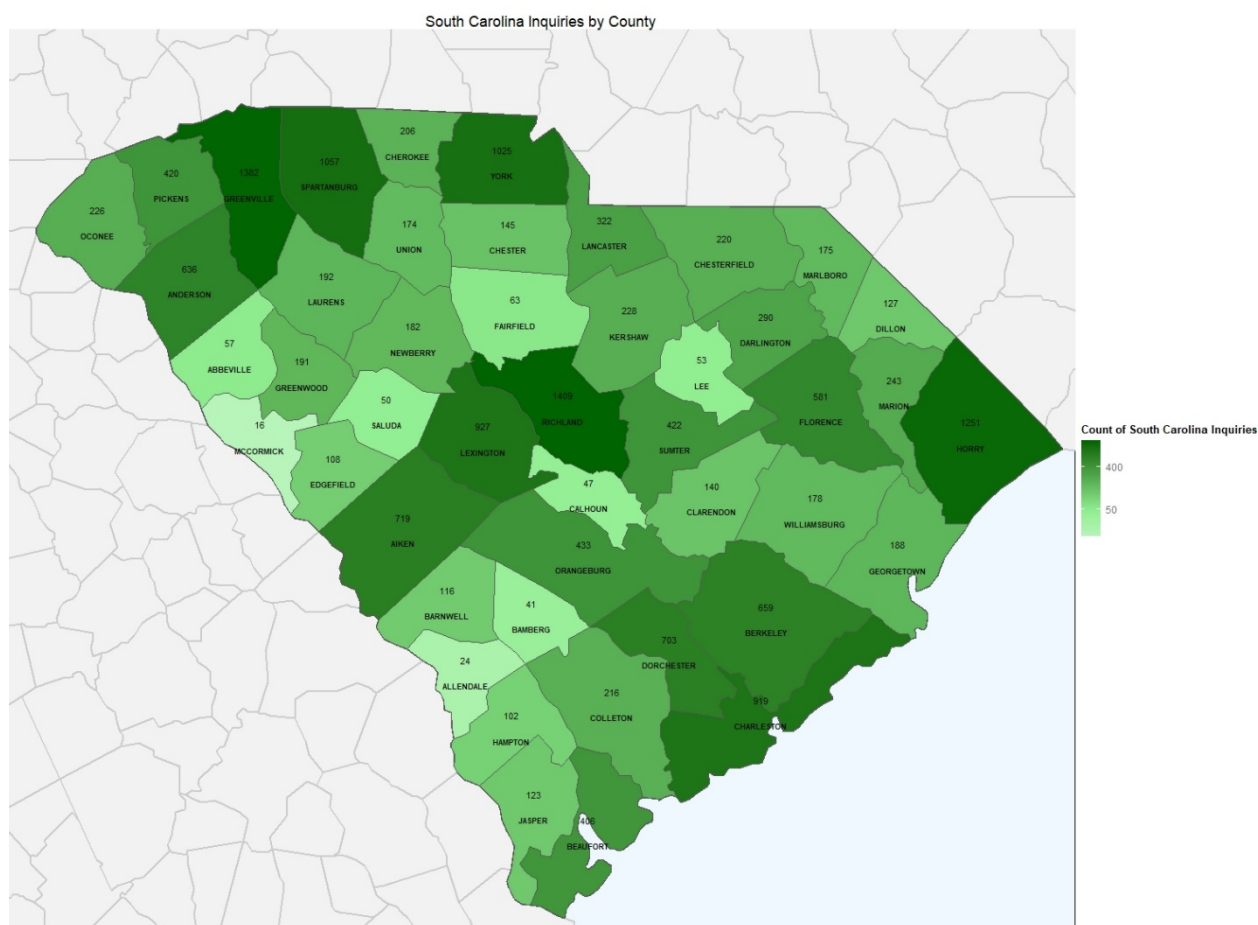
Families inquiring only about online learning for grades K-8 are not included in the 17,392 inquiry count. Assuming just one student per family, the inquiries represent 2.33 percent of all K-12 students reported in the South Carolina Department of Education 45-Day Headcount in December 2020.[2] The extent of the interest expressed by the inquiries far exceeds the projected enrollment for HVASC in years one through ten (see table below and **Appendix R**) and justifies the projected per pupil allocation in the application budget.

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[2] South Carolina Department of Education. 45th Day Extraction, December 2020 (QDCI). https://ed.sc.gov/data/other/student-counts/active-student-headcounts/

**HVASC 10-Year Enrollment Projections**

| YEAR | 9 | 10 | 11 | 12 | TOTAL |
|------|-----|-----|-----|-----|-------|
| Heron Virtual Academy of South Carolina Enrollment Projections | | | | | |
| 1 | 123 | 160 | 168 | 149 | 600 |
| 2 | 94 | 175 | 196 | 185 | 650 |
| 3 | 95 | 172 | 218 | 214 | 700 |
| 4 | 101 | 180 | 225 | 234 | 740 |
| 5 | 103 | 188 | 235 | 243 | 769 |
| 6 | 107 | 194 | 245 | 253 | 799 |
| 7 | 111 | 202 | 254 | 263 | 830 |
| 8 | 115 | 209 | 263 | 273 | 860 |
| 9 | 117 | 213 | 269 | 280 | 879 |
| 10 | 120 | 218 | 275 | 287 | 900 |

**1C. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Include specifics such as the types of marketing that will be used, partners who will be engaged, and the number of families who will be reached. Describe how the plan will reach a diverse group of families.**

**Formation of an Effective Recruitment and Marketing Plan**

HVASC's recruitment plan will be designed to reach students and families that are interested in a CRE online school program. Potential students could be seeking more academic challenges and able to work independently as well as students who may require additional one-on-one support. Parents interested in greater involvement with their child may also be good candidates for the School.

While HVASC intends to enroll students from throughout the state, state-wide student recruitment will target students with limited choice options or students who may require a more individualized education than a brick-and-mortar school can provide. We will provide information about the benefits of HVASC and how those benefits meet the needs of the community and prospective families and students.

Following is a representative summary of activities that may be part of HVASC's recruitment plan:

*Advertising:* may include television and radio.

*Online Advertising:* display ads, email, and social media, may be used to complement and coordinate with offline advertising.

*Public Relations:* The Board and school staff will generate news and distribute news about HVASC such as enrollment opening events, back-to-school announcements, etc. and respond to media inquiries.

*Events & Local Outreach:* The School will develop a local engagement plan which may include:

- *Strategizing, scheduling, and promoting online information sessions for interested families and the public:* During these sessions, prospective families and students will have the opportunity to learn about the curriculum, including lessons and materials, and have questions answered.

- *Partnering with third-party event organizers to make the public aware of the online school program:* These online events may involve interactive lessons and product demonstrations designed to differentiate the online career learning school model from other models, encourage trial/engagement, deepen interactions with prospective families, link families directly to the School, and create a lasting impression.

- *Developing outreach campaigns* including online meetings with HVASC representatives focused on organizations, community leaders, groups, and other educational influencers within a targeted area (including minority and low-income areas both urban and rural) in order to develop mutually beneficial opportunities to promote the School.

*Other Information and nurture channels:* Several additional non-advertising channels may be used to educate and interest students and parents about the School:

- *Call Center:* The School will have a call center to support the enrollment process and provide information to prospective applicants.

- *Internet:*
  - *HVASC's Website:* Will serve as the primary resource for families seeking to learn more about the School and may include information about policies, instructional approach, curriculum, and FAQs. The site may also include enrollment information, application, procedures, event schedules, a direct login to the Online School, and other tools for prospective and current families. Enrollment applications may also be available upon request from the School's administrative office.
  - *Landing pages:* Will provide key information sought by prospective families who respond to the School's Online, Offline, and Public Relations recruiting activities described above by providing an overview of the education program, addressing FAQs, and providing an easy way to start enrollment.

*Social Media:* HVASC will have a social media presence (e.g., Facebook) to build awareness of the School and School-related events such as student registration.

*Email*:  Email campaigns will be designed to:

- Explain the enrollment process such as steps on demonstrating how to enroll and key program features and benefits as well as sharing student stories and posting key details in FAQs.

- Engage prospective families with timely and relevant articles, invitations to view webinars, links to "how to" videos, detailed information about specific education programs, and student success stories.

- Facilitate re-registration by announcing registration opening, explaining the process, sending reminders, and providing other helpful assistance to currently enrolled families to ensure they re-register for the next school year.

- Notify prospective or enrolled families of important school news and information.

*Enrollment Plan Evaluation*

- The Board and school leadership will evaluate the School's enrollment plan and the results of it throughout each school year to determine what works and what doesn't and to make the necessary corrections to it.

It can be projected that the recruitment and marketing plan described above, will reach more than the nearly 17,400 inquiries our proposed ESP, Stride, received from families from May 2020 to April 2021.

**Reaching Diverse Groups of Families**

A variety of marketing methods, such as national TV, Search Engine Marketing (SEM), and Search Engine Optimization (SEO) will support widespread reach across the state. Social, influencer, and grassroots efforts enable direct reach into various cultural and socioeconomic groups. Language capabilities on the School website, as well as language accommodations within the enrollment process, allow non-native speakers to translate and access school information.

**1D. Discuss specifically what has been done to assess and build parent and community demand for the replication school(s).**

Recent data has shown the inherent demand for a replication school to establish HVASC and its Alternative Education Campus (AEC) designation. Pursuant to S.C. Code Ann. §59-40-111, an AEC as stated in legislation is "any charter school with an explicit mission and purpose as outlined in its charter to serve an enrolled student population with:"

1. "severe limitations that preclude appropriate administration of the assessments administered pursuant to federal and state requirements;"

2. "fifty percent or more of students having Individualized Education Programs (IEPs) in accordance with federal regulations or a demonstrated need for specific services or specialized instruction as defined in Section 59-40-50…; or"
3. "eighty-five percent or more of enrolled students meeting the definition of a "high-risk" student…" with additional details as described in S.C. Code Ann. §59-40-111(3)(a-i).

The Leadership Team with CASC assessed student enrollment for the 2018-2019 and 2019-2020 academic school years and contracted with a third – party data analysis service to further evaluate student eligibility for AEC designation. The results of the data are evidence that establishing HVASC as a replication school would provide valuable contributions for the success of all students. Using the operational definitions in S.C. Code Ann. §59-40-111 and a 135th day "snapshot" of students enrolled in CASC, the data analysis service was able to determine that for the:

**2018-2019 School Year**

- 66.41% of students enrolled received at least one service of IEP/504 or research-based interventions with the AEC designation threshold of 50%.
- 85.04% of students enrolled had at least one indicator of "high risk" with the AEC designation threshold of 85%.

**2019-2020 School Year**

- 61.65% of students enrolled received at least one service of IEP/504 or research-based interventions with the AEC designation threshold of 50%.
- 90.03% of students enroll had at least one indicator of "high risk" with the AEC designation threshold of 85%.

Furthermore, the number of students not eligible for enrollment at CASC due to various circumstances supports community demand for HVASC as well. Students that were ineligible for CASC enrollment would otherwise be eligible to enroll in HVASC under S.C. Code Ann. §59-40-111, and throughout a span of four calendar years, data revealed the following number of students not eligible for CASC enrollment:

- 2018 – 228 students
- 2019 – 345 students
- 2020 – 310 students
- 2021 – 146 students

Additional support for the replication application also includes marketing analysis with South Carolina student inquiries by county as seen in **Appendix B**. This heatmap illustrates a concentrated interest that includes high school grades for the replication school from a period of one calendar year (05/01/2020 – 04/30/2021) with numbers reaching up to 1,409 inquiries in one county.

**Appendix A**[3] is a letter from the Planning Committee Chairman to the Charter Institute at Erskine Board of Directors stating our intent to notify the local delegate(s) of the office location of HVACS when that location has been determined. We agree with the Charter Institute that informing the delegate(s) is an opportunity for community outreach and support.

## Section 2. Educational Model and Serving Special Populations

**2A. A description of the current trends and key findings in the academic performance of the original school. This should address measures of academic achievement, student and school growth, measures of postsecondary and workforce readiness, indicators of early literacy, as well as measures of student engagement such as discipline, attendance, and satisfaction. This should identify any performance challenges or gaps, and how they were addressed.**

Due to the recent pandemic, state accountably was postponed for two years. As such, we don't have complete data sets for this time period. To continue to monitor our performance, the school created a projected report card based on known data sets (graduation rate, dropout rate, etc.) as well as projected academic performance based on proctored norm-referenced and criterion-referenced assessments where state assessment data is incomplete. Every effort was made to ensure that projections were as conservative as possible. In years for which report card data *was available*, the same method of projection was used with a strong degree of accuracy.

| | 17/18 | 18/19 | 19/20 Projected | 20/21 Projected |
|---|---|---|---|---|
| Academic Achievement (30) | 8.62 | 9.27 | 9.55 | 9.79 |
| Preparing for Success (10) | 2.59 | 2.54 | 2.11 | 2 |
| Student Engagement (5) | 0.5 | 3 | 3 | 3 |
| Graduation Rate (30) | 0.34 | 6.65 | 12.84 | 15.54 |
| College and Career Readiness (25) | 13 | 18.5 | 21 | 20.25 |
| Overall (100) | 25 Unsatisfactory | 40 Below Average | 49 Below Average | 51 Average |

Cyber Academy of South Carolina has seen its school grow, both in size and overall performance, since its opening in 2013. Since that time, the high school program has grown to almost 1,500 students.

High School Enrollment

- 2020-2021= 1,446
- 2019-2020= 1,052
- 2018=2019= 768
- 2017-2018= 592

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[3]

 Throughout the application, the appendices' titles conform to the Appendices Checklist titles in the 2021 Charter Institute of Erskine Replication Application template.

CASC has a large number of students from kindergarten through 12th grade with an Individual Education Plan (IEP) or 504 as outlined in the table below. From 2018/2019 to 2019/2020, the number of students with an IEP or 504 in grades K-12 increased by 731 students or 26%. CASC has also  that receive specialized services, such as research-based interventions. The percentage of students with an IEP/504 or that received specialized services was 64.4% in the 2018/2019 academic year and 61.64% in the 2019/2020 academic year.  These percentages exceeded the IEP/504/Specialized Services required to qualify for an Alternative Education Campus designation.

CASC K-12 Specialized Services Data

| Data Snapshot | 2018/2019 | Active on 135th Day | Withdrawn | Totals |
|---|---|---|---|---|
| IEP/504 | | 1,897 | 884 | 2,781 |
| Specialized Services | *Receiving at least one service* | 1,337 | 510 | 1,847 |
| | | | | |
| | *Threshold = 50%* | | 1,847/2,781 | 66.41% |
| | | | | |
| IEP/504 | 2019/2020 | Active on 135th Day | Withdrawn | Totals |
| Specialized Services | | 2,429 | 1,083 | 3,512 |
| | *Receiving at least one service* | 1,625 | 540 | 2,165 |
| | | | | |
| | *Threshold = 50%* | | 2,165/3,512 | 61.65% |

Similarly, 85.04% of Cyber Academy of South Carolina students had at least one High Risk indicator in the 2018/2019 academic year, and 90.0% of Cyber Academy of South Carolina students had at least one indicator in 2019/2020.  Both of these percentages exceeded the High-Risk threshold of 85% required to qualify for the Alternative Education Campus. In addition, the table below reveals that 58.28% of 2018/2019 students had more than one risk factor (1,621/2,781) and 63.67% of 2019/2020 students had more than one risk factor.

CASC K-12 Specialized Services Data

| Data Snapshot | 2018/2019 | Active on 135th Day | Withdrawn | Totals |
|---|---|---|---|---|
| | | 1,897 | 884 | 2,781 |
| High Risk Students | At least one indicator | 1,553 | 812 | 2,365 |
| | More than one risk indicator | 1,003 | 618 | 1,621 |
| | | | | |
| | Threshold = 85% | | 2,365/2,781 | 85.04% |
| | More than one risk indicator | | 1,621/2,781 | 58.28% |
| | | | | |
| Data Snapshot | 2019/2020 | Active on 135th Day | Withdrawn | Totals |
| | | 2,429 | 1,083 | 3,512 |
| High Risk Students | At least one indicator | 2,129 | 1,033 | 3,162 |
| | More than one risk indicator | 1,427 | 856 | 2,283 |
| | | | | |
| | Threshold = 85% | | 3,162/3,512 | 90.03% |
| | More than one risk indicator | | 2,238/3,512 | 63.72% |

Overall Accountability Rating

Cyber Academy of South Carolina saw a substantial jump from its initial rating of 25 in 2018 to 40 in 2019 and expected more of the same in 2020 before the accountability was suspended due to COVID-19.  There were several factors for this increase that are listed below.

Overall Index Score

| School | 2017 | 2018 | 2019 |
|---|---|---|---|
| Cyber Academy of South Carolina HS | NA | 25 (Unsatisfactory) | 40 (Below Average) |

Graduation Rate

For this indicator, points are earned based on the percentage of students who graduate within 4 years of entering high school.
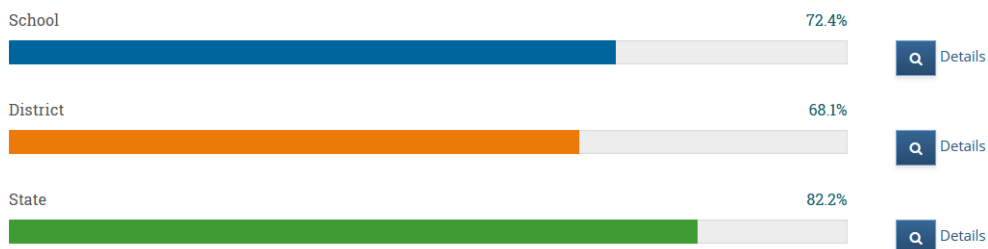
Overall Graduation Rate Index

| School | 2017 | 2018 | 2019 |
|---|---|---|---|
| Cyber Academy of South Carolina HS | NA | .34/30 (Unsatisfactory) | 6.65/30 (Unsatisfactory) |

If report cards had been released in 2020, CASC would have seen another substantial increase in Graduation Rate Index Score, as seen from the chart below, outperforming the Charter Institute at Erskine district for cohorts 2019 and 2020.

**Graduation Rate** ⓘ

**On-Time Graduation Rate**

School                                                        72.4%

[blue bar]          🔍 Details

District                                                      68.1%

[orange bar]        🔍 Details

State                                                         82.2%

[green bar]         🔍 Details

School Four-Year Cohort Graduation Rate

|          | 2017     | 2018     | 2019 | 2020 |
|----------|----------|----------|------|------|
| School   | 34.0     | 50.6     | 61.1 | 72.4 |
| District | Data N/A | Data N/A | 58.9 | 68.1 |
| State    | 84.6     | 81.0     | 81.1 | 82.2 |

*Source: SC School Report Card*

The school also outperformed the district and the state graduation rate average in the Students with Disabilities and Homeless subgroups for the 2019-2020 school year.

Subgroup Graduation Rate

| Subgroup | Cyber Academy of South Carolina | Charter Institute at Erskine | State |
|----------|--------------------------------|------------------------------|-------|
| Students with Disabilities | 61.5% | 45.2% | 55.8% |
| Homeless | 73.7% | 50% | 64.1% |

*Source: SC School Report Card*

In terms of persistence data, it is important to note that for both the 2020 and 2021 cohorts, CASC had a 100% graduation rate of students who had been enrolled with the school for all four years. For the 2019 cohort, the graduation rate for students who had been enrolled with the school all four years was 88.2%.

College & Career Ready

For this indicator, points are earned based on the percentage of students who graduate within 4 years of entering high school with college and/or career readiness factors. With an emphasis on Career and Technical Education (CTE) completion, CASC has seen its numbers move in the right direction year over year.

Overall College & Career Index

| School | 2018 | 2019 |
|---|---|---|
| Cyber Academy of South Carolina HS | 13/25 (Below Average) | 18.5/25 (Good) |

College & Career Readiness Factors

| School | 2018 | 2019 |
|---|---|---|
| Diploma Earners who are College OR Career Ready | 51.9% | 73.9% |
| Diploma Earners who are College AND Career Ready | 20.3% | 15.2% |
| Diploma Earners who are College Ready | 22.8% | 18.8% |
| Diploma Earners who are Career Ready | 49.4% | 70.3% |

While 2020 data was not complete, CASC saw improvement in 4 out of 5 categories.

Additional Information

| | Our School | Change from Last Year |
|---|---|---|
| Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation | 43.4 | Up from 37.2 |
| Number of students in the graduation cohort who have completed FAFSA forms | 50 | Up from 42 |
| Percent of students in the graduation cohort completing college applications | 38.4 | Up from 37.7 |
| Percent of students in the graduation cohort eligible for LIFE scholarship | 35.8 | Up from 20.2 |
| Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship | 1.4 | Down from 2.9 |

**Career and Technical Education (CTE)**

| | Number |
|---|---|
| Students enrolled in CTE courses | 803 |
| CTE completers | 324 |
| Total students earning national or state credential | 141 |

*Source: SC School Report Card*

In terms of persistence data, it is important to note that for the 2021 cohort, 30 out of 34 students who had been enrolled with the school for all four years met the College and Career Readiness Indicator (88.2%).  For the 2020 cohort, 37 out of 38 students who had been enrolled with the school for all four years met the College and Career Readiness Indicator (97.4%)

## Academic Achievement

While CASC saw only a slight increase in Academic Achievement from 2018 to 2019,  it is important to note that this indicator includes the End-of-Course test results in English 1 and Algebra 1 for students in the four-year on-time graduation cohort file, and is based on assessment results primarily earned while students attended other institutions (includes graduates and non-graduates).  Proficiency results in scoring a "C" or higher.

Academic Achievement Index

| School | 2017 | 2018 | 2019 |
|---|---|---|---|
| Cyber Academy of South Carolina HS | NA | 8.63/30 (Unsatisfactory) | 9.27/30 (Unsatisfactory) |

In terms of persistence data, it is important to note that for the 2021 cohort, students who had been enrolled with the school for all four years were, on average, more proficient on both the English EOC and the Algebra I EOC

## Student Engagement

For this indicator, points are earned based on the results of a student engagement survey that was procured by the South Carolina Department of Education. CASC moved from the "Unsatisfactory" category in 2018 to "Average" in 2019.

Overall Student Engagement Index

| School | 2017 | 2018 | 2019 |
|---|---|---|---|
| Cyber Academy of South Carolina HS | NA | 0.5/5 (Unsatisfactory) | 3/5 (Average) |

## Student Safety & Discipline

Having a safe and secure learning environment has always been a priority for CASC since its inception, and as can be seen from 2020 data, the school prides itself on providing that type of school.  Based on enrollment questions, when asked why families chose CASC for their students, 8 out of 10 cited concerns with school environment (safety, bullying, drugs, distraction) as one of their primary reasons for enrolling.

Unsafe Incident Information as reported in the 2019-2020 Incident Management System (IMS)

| | Number of Incidents |
|---|---|
| Have there been any incidents involving a firearm? | No |
| Was a homicide committed at your school? | No |
| Incidents of rape or attempted rape | 0 |
| Incidents of sexual assault (not rape) | 0 |
| Incidents of robbery w/ weapon | 0 |
| Incidents of robbery w/ firearm or explosive | 0 |
| Incidents of robbery w/out weapon | 0 |
| Incidents of physical attack w/ weapon | 0 |
| Incidents of physical attack w/ firearm or explosive | 0 |
| Incidents of physical attack w/out weapon | 0 |
| Incidents of threats of physical attack w/ weapon | 0 |
| Incidents of threats of physical attack w/ firearm or explosive | 0 |
| Incidents of threats of physical attack w/out weapon | 0 |
| Incidents of possession of firearm or explosive | 0 |
| Students with in-school suspensions | 0 |
| Students with out of school suspensions | 0 |
| Students expelled | 0 |
| School related arrests and referrals to law enforcement | 0 |
| Incidents of bullying and harassment | 0 |

NOTE: For additional information, visit the National Civil Rights Data Collection (CRDC) website here: https://ocrdata.ed.gov/

*Source: SC School Report Card*

Performance Gaps

To address performance gaps, CASC collaborated with our partner, Stride, to develop and implement a School-based Academic Plan leveraging Stride's Academic Excellence Framework (see **Appendix E**). A comprehensive Academic Plan, carefully developed and thoughtfully implemented, helped CASC develop as a professional learning community in which our educators are unified by a shared understanding of what is needed to help students learn and achieve. With a relentless focus on continuous improvement, the Academic Excellence Framework and the School's Academic Plan are essential components of the annual school improvement and planning process.

The Academic Plan is organized using a framework of seven guiding standards: student and school culture, assessment, personalized learning, data-driven instruction, observation and feedback, staffing, and professional learning. Each standard and its supporting guidelines codify effective virtual school practices and resources that CASC's school leaders use to systematically develop and implement the Academic Plan. Through planning and collaboration, CASC's school leaders leverage the Academic Excellence Framework to develop the academic policies and systems required to build effective programs.

By articulating priorities, identifying challenges, establishing timelines, and setting measurable goals, the Academic Plan helps CASC chart a path toward educational success. These four questions (posed by Rick DuFour, author of *Professional Learning Communities at Work*) are at the heart of the process the School will use for developing an Academic Plan:

- What do students need to know and what should they be able to do?
- How will we know when they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

These essential questions are addressed in the development of each guiding standard and the program components within that standard. Each guiding standard includes the following essential components.

CASC's leadership team (including the Head of School, Academic Administrator(s), Assistant Principal(s), Special Program Manager, Operations Manager, Teacher Leaders, and other key stakeholders) develops a comprehensive Academic Plan each year that aligns to the Academic Excellence Framework. Stride collaborates with the School via its School Services Team, which works directly with CASC to provide the training, resources, and guidance needed to meet each standard and goal within the School's Academic Plan. The Stride team provides this support through ongoing school consultations, professional development, and communities of practice that include other virtual school leaders.

Once the school year begins, the School moves into the implementation phase of the Academic Plan, which is closely monitored and evaluated by the School's leadership team throughout the school year. In addition, the Stride School Services team provides ongoing support focused on developing instructional leadership capacity with ongoing school reviews, strategic action planning, measurement, and evaluation.

During the implementation phase, Stride's School Services team meets with CASC's leadership team to review each standard, component, and evidence of completion. During these quarterly comprehensive school reviews (3 times per year), CASC is provided with feedback on each component, including recommendations for refinement during implementation of the Academic Plan.

Through improvement-focused instructional leadership, Stride partners with CASC to maintain a focus on continuous improvement towards increased student learning and outcomes. During the implementation phase, CASC measures successful execution of the Academic Plan through continual reviews of student outcomes on various assessment measures, course grades, engagement, retention, and satisfaction measures.

During the spring semester of each school year, CASC maintains its focus on measuring implementation and makes program adjustments as needed, while also beginning the needs assessment and planning for the next school year. The comprehensive school-based Academic Plan is a key part of the School improvement planning process for the next school year, and the entire process will be replicated for the new campus.

The seven guiding standards are:

- Personalized Learning
  - Focus on student engagement (synchronous and asynchronous)
  - A personalized, flexible approach to instruction that is informed by instructional levels.
  - Instructional levels defined by mastery of standards, clearly differentiate distinct learning pathways and interventions.
  - Live sessions and F2F opportunities encourage student collaboration.
  - Teacher as facilitator in small group sessions (Less teacher talk, more student activity)
  - MTSS plan for students who have demonstrated that Tier 1 instruction has not been effective, including referral and progress monitoring processes.
  - School-level instructional schedules that involve specialists from all departments, including Special Programs. Teams consider scheduling factors such as maintaining a continuum of services, federal/state/local regulations, etc.
  - Credit Recovery options
  - Graduation cohort tracking plan
- Assessment
  - Use of a norm-referenced growth measure tool (STAR360), administered at the beginning, middle, and end of the school year to all students with a 95% participation goal.
  - A formative assessment plan that will measure student mastery of standards in between the norm-referenced growth measure administrations for all students in Math, ELA and state-tested subjects.
- Data Driven Instruction
  - School goals are the focal points for all data meetings.
  - Standardized data meeting protocol created with a specific schedule, including set action items and follow up.
- Teacher Excellence Framework
  - Informal and formal observations conducted for teachers, twice a month.
  - This includes Special Education, Interventionists, and EL teachers.
  - Targeted feedback to each observation within two days.
- Professional Learning
  - Robust, intentional Mentoring program for all new staff.
  - Individual Learning Plans created for every teacher.
  - Monthly Professional Learning Communities organized by grade-level, subject, and role.
- School and Student Culture
  - Student Engagement and Communication plan to ensure expectations are clearly communicated to all stakeholders.

- o Onboarding plan for all students, new and returning, which includes targeted support during the first weeks of enrollment, and ongoing support throughout the year.
- o Social/Emotional Learning Program (currently 7 Mindsets program) embedded in Student Support Program.
- o Leadership Development to support current instructional leadership and identify and foster growth for emerging leaders.

Please see **Appendix C** for Cyber Academy of South Carolina High School report cards for the 2017-2018 and 2018-2019 school years, along with the partial Report Card for the 2019-2020 school year.

**2B. <u>IF</u> any features in school curriculum, instruction, professional development, and educational structure of the replication school are distinct or differs from the existing school and the area/comparable schools which students might otherwise attend, describe them here.**

HVASC will have targeted student to teacher ratios compared to CASC to ensure that at-risk students have ample support from school instructional and support staff. While student/teacher ratios will be evaluated annually, initial ratios will be projected at 150:1.

In addition, the student engagement support function will be hired regionally, rather than on a statewide basis, as is the practice at CASC. Student engagement support will live in close enough proximity to their assigned students to enable in-person support should it be needed.

**2C. <u>IF</u> the plans for serving special populations of the replication school are distinct from the existing school, describe them here. This includes serving students with an IEP or 504 plan, students who may be gifted or talented, students who may be English Learners, and students who may have social-emotional or other health needs; address plans for staffing, identification, testing and progress monitoring, as well as transition.**

Not applicable.

**2D. <u>IF</u> the plans for assessment or progress monitoring of the replication school are distinct from the existing school, describe them here. These should address diagnostic, formative, and summative assessments, processes for data-driven decision-making, and identified resources - technology, personnel, staff development.**

Not applicable.

**2E. Outline goals that will provide evidence that the replication school is advancing its mission and meeting the purpose of S.C. Code Ann 59-40-20. Goals should be specific, measurable, attainable, realistic of the school's mission, and time-bound (SMART).**

HVASC will adopt the following three goals:

Graduation Rate

Beginning with baseline data collected during the 2022-23 school year, HVASC will increase the number of students who are enrolled at least two years that graduate on-time by 2 percentage points annually until the graduation rate meets or exceeds the state average.

College and Career Readiness

Beginning with baseline data collected during the 2022-23 school year, HVASC will increase the number of students who graduate college, career, and citizenship ready as outlined in the Profile of the South Carolina Graduate by 5% annually until this measure meets or exceeds the state average.

Dropout Rate

Beginning with baseline data collected during the 2022-23 school year, HVASC will decrease the dropout rate by 2 percentage points annually until the dropout rate is equal to or less than the state average

**2F. <u>Virtual charter schools only</u>: A description of how the replication school will satisfy the requirement defined in Section IV(E)(1) of SC SBE Regulation 43-601 that requires 25% of virtual instruction in core content areas will be real-time.**

HVASC will ensure requirements defined in Section IV(E)(1) of SC SBE Regulation 43-601 are satisfied. The School will provide 25% of a student's core academic instruction in a method other than an online or computer instruction program. Each student's curriculum program will contain an average of five hours per week of some combination of real-time interaction with a teacher for the core instructional subjects (Math, ELA, History/Social Studies, and Science) or offline schoolwork (e.g., reading a book, doing homework, writing an essay, attending a Learning Lab). Students are expected to attend live sessions in each core area class weekly. If the student needs any additional assistance outside of those sessions, they may request it directly from the subject area teacher. Please see **Appendix D** School Calendar and Daily Schedule; **Appendix E** Supporting Documents for Educational Plan**; Appendix F** List of Teaching Positions; and **Appendix G** Virtual School List of Courses.

## Section 3. Organizational Plan and Operations

Planning Committee Composition (check one):    Existing School Board ☒

New Planning Committee ☐

See **Appendices H** and **I**.

**3A. IF the existing school's management structure will change with the addition of the new school, describe it here. (This should specify key members of the current school leading and/or supporting the replication, outline their roles, powers, and duties, and describe the plan for transition from planning through opening.)**

**Appendix L Organizational Chart** illustrates the proposed staffing for CASC and HVASC when the new school and CASC are both in operation.  The management structure of CASC will change with the addition of the replication school, HVASC, in three ways:

- Some current CASC administrators will become administrators for both schools:  Head of School and other key administrative personnel who report to the Head of School including the Operations Manager, Special Programs Manager, Human Resources /Finance Manager, Data Analyst, and Student Engagement Support Administrator.
- Some current CASC administrators will remain administrators only for CASC: Elementary Principal/Academic Administrator, Middle School Principal/Academic Administrator, and High School Principal/Academic Administrator.
- New Alternative Education Campus (AEC) Principal/Academic Administrator, Assistant Instructional Administrator, and Regional/Attendance Staff are incremental staff that will likely be dedicated to HVASC.

The **Head of School** acts as chief administrator of the School. Acts as chief administrator for the School, implements the School's strategies and budget, and oversees the implementation of School marketing and enrollment initiatives. This person acts as an ambassador with the community and civic groups; ensures compliance with the requirements of federal, state and local agencies; and selects, develops and retains highly qualified and effective staff.

The position uses data to drive academic decision-making and ensures instruction is targeted to meet students' individual needs. S/he will develop plans and policies for the educational program and submit them to the Board of Directors for approval. This position will serve as the School's instructional leader and ensures data is being used to drive all academic decisions. Further, s/he will ensure teaching staff utilizes the curriculum, effective assessments, and targeted instruction to meet the individual needs of each student.

The **Special Programs Manager** develops and implements policies and procedures and oversees all matters related to special programs for the School including Federal and State Programs, Special Education, English Language Learners (ELLs), Multi-Tiered System of Supports (MTSS) and 504, and other student support programs. This position will coordinate state and federal programs and provide guidance and oversight of personnel and programs to ensure compliance with funding guidelines and the school plan. The role will also assist with developing and implementing general academic policies and procedures leading to the success of all students.

The Special Programs Manager will support the School's administration and teachers in providing training on and implementation of special education program and services. S/he will create and maintain appropriate contacts with the sponsor, the Board of Directors, and state special education leaders in order to ensure continued compliance of special education programs and represent the School throughout the state in meetings and trainings related to the implementation of special education programs.

This individual will develop contracts with service providers to provide related services to students and supports full implementation of the related services database to track related services in order to ensure all eligible students are receiving services and that the cost of those services is reported correctly. S/he will also ensure fiscal compliance for special programs including IDEA Part B funds and compliance with all school, local, state, and federal reporting related to special education.

The Manager will work directly with parents and students (both regular and special education) where necessary and ensure that special education students are integrated in all school activities and that general education and special education teachers and administrative staff work collaboratively to ensure academic success for all students.

The **Student Engagement Support Administrator** promotes and enhances the school's academic mission by improving levels of student engagement and ensuring that increased engagement leads to improved academic achievement. This administrator oversees the services provided to build capacity within students and families to assist in their student's education. S/he will implement and manage the supports given to all students and families and collaborate with school and community leaders to ensure student academic achievement. Duties include managing all Student Engagement Support Team members; working closely with academic administrators and other staff to develop, implement, and track successful Strong Start processes for all students; overseeing and implementing tiered support mechanisms to identify students who are on a downward academic, engagement or attendance trajectory and ensuring interventions are implemented; tracking data trends and engaging correct team members as needed; analyzing data to guide data-driven action to improve student engagement levels; training Student Engagement Support Team, school leaders, and school staff on student support best practices; serving on school-based and community-based teams to develop interventions for increasing student's academic success; leading the effort to create, define, and instill a school culture that underlies and informs every aspect of the school experience from students-to-families-to-staff and guides data driven decision making and actions; collaborates with Learning Coaches, teachers, and school leadership team to develop a family-friendly school climate; implementing Learning Coach engagement strategies that tie directly to school improvement goals including, but not limited to the Learning Coach onboarding process, parent advisory committees, and Learning Coach outreach.

The **Operations Manager** performs and/or oversees various aspects of school operations with an emphasis on compliance activity at all levels. Responsibilities include overseeing and maintaining student records and data; creating, implementing, and documenting processes that ensure student data validity in databases; acting as a point-of-contact and managing reporting at

the local, state, and federal levels; working with administrative staff to ensure the School is in compliance with and meets all audit requirements; managing the development of school policies and procedures; assisting in student recruitment and planning school events; overseeing communication between the ESP, students, families, and districts related to student enrollment, registrations, withdrawals, and end-of-year reclamation; and supervising and managing staff including personnel support issues.

The **Human Resources/Finance Administrator** is responsible for financial, human resources, and compliance related responsibilities and serves as a liaison between the School and the ESP for those functions. This person provides both direct and indirect services in the areas of hiring, employee file development and management, background check processing and tracking, certification tracking, and benefits coordination. Responsibilities include interacting with the Head of School regularly to ensure the School's financial processes are accurate, transparent, and compliant; managing and processing payroll for Board employees of the School; implementing and ensuring compliance with the Board, Sponsor, and ESP reporting and school finance policies, internal controls, and business processes; assisting in school audits and tax filings; ensuring proper handling of financial transactions and approving transactions within designated budget limits and signer authority requirements; reviewing, researching investigating, correcting, and reporting errors and inconsistencies in invoices, contracts, financial entries, documents, and reports; ensuring and monitoring compliance with generally accepted accounting principles, state, sponsor, and ESP procedures; supporting and coordinating school insurance; ensuring timely and accurate submissions for state and federal funding, audit responses, and interim financial reports; student ISP reimbursements; developing and maintaining school finance compliance calendars, checklists and reporting requirements, and submitting reports; participating in month-end close process and monthly schedule, development of annual budgets and budget vs. actuals analysis; handling expense report reimbursement, coding, and check distribution; generating, tracking, maintaining, and reconciling purchase orders and requisitions; coordinating invoice check-signing with school management and Board of Directors; and coordinating administration of bank accounts.

The **Career Readiness Education (CRE) Administrator** has a key role in developing and executing the CRE program vision. This person develops, facilitates, and manages the CRE programs that support career pathways and integrated academics by providing instructional leadership, community building, and human and financial resources management. The CRE Administrator carries out the mission of the school to ensure a quality educational experience by preparing students with specific technical skills, employability skills, and integrated academics for advancement along a career path and lifelong learning. This person drives the academic performance for the school; ensures conformance of the educational programs to state and local school board standards through evaluation, development, and coordination of activities. S/he leads, supports, and coordinates the CRE program through planning and implementation processes, which include, but are not limited to, Project Based Learning (PBL), career pathways, integration of academics, integration of technology and work skills for the 21$^{st}$ century with an emphasis on technical preparation. S/he confers with teachers, students, and parents concerning educational and behavioral programs in school and coordinates with teachers and the EMO The CRE Administrator is responsible for staffing, teacher oversight, and professional development. This position will also handle Career and Technical Education (CTE) funding – acquisition and

utilization; career pathways and integration of academics, school and CTE related testing; and overseeing the *Career and Technical Student Organizations* (CTSOs).

The **Data Analyst** develops, implements and delivers data analytics, tools, and dashboards. Responsibilities include collecting, refining, and analyzing data and providing solutions to address school challenges; analyzing pilots, programs and processes to drive efficiency; manage various reports as requested; develop presentations, documentation, and analytical materials.

The plan for transition from planning through opening is described in **Appendix N School Start Up Plan.**

**3B. Clearly identify who employs the school leader\*.**

**\*IF the school leader will be employed by a management organization: pursuant to [Section VII of the Management Organization and Required Agreement Provisions Policy](), the applicant may request a waiver for any "agreement that does not conform to the provisions outlined in this policy […] not later than sixty days prior to the public meeting of the Institute Board where the waiver request will be heard and acted upon."**

The HOS will be employed by the proposed ESP, Stride. Please see the letter from the Board chair to the Erskine Board of Directors expressing the preference to continue that practice, as previously agreed upon with the Institute (**Appendix M Board Preference for ESP Employment of School Leader).**

**3C. IF any features in governance philosophy, structure, processes for board recruitment, appointment, election, or training of the replication school differ from the existing school(s), describe them here.**

Not applicable.

**3D. A copy of the proposed organizational chart for the replication school.**

Please see **Appendix L** for a copy of the proposed organizational chart.

**3E. IF the replication school will share staffing and/or services with the existing school(s), describe them here. This should clarify cost structuring, reporting, accountability, and employee practices across entities.**

As described in the response to 3.A. above and shown on **Appendix L Organization Chart**, some of the CASC administrators will be shared with HVASC: Head of School and other key administrative personnel who report to the Head of School including the Operations Manager, Special Programs Manager, Human Resources /Finance Director, Data Analyst, and Student Engagement and Support Administrator. In addition, other staff not directly reporting to the HOS (including the Compliance Coordinator, Testing Coordinator, Operations Specialists, Enrollment Coordinators, Related Services/Compliance/MTSS/504 Coordinator, CTE Administrator, CTE Coordinator, and Work Based Learning Coordinators) will also be shared between the schools.

**Addendum 7 Proposed Management Agreement** Section 9 Personnel Supporting the Program describes the proposed respective employer (the Board and Stride)/employee relationship of the HVASC staff including reporting, accountability, and employee practices. The School does not anticipate any negotiated services with the Charter Institute at Erskine. **Appendix U** is not applicable to this application.

The response to **Question 4.A.** regarding the budget assumptions and **Appendix T Five Year Budget** details the cost structuring of the existing and replication schools including the incremental but complementary projected staffing plan related to HVASC, some positions to be determined by confirmed enrollment levels. Staffing, student-teacher ratios, and per pupil funding allocations will be closely monitored so that the need to increase or decrease staff can be anticipated in sufficient time so as not to adversely affect either the fiscal viability or the successful implementation of the educational program.

As part of the proposed agreement, **Addendum 7 Proposed Management Agreement** Exhibit A lists and describes the proposed services to be provided to HVASC by Stride in three categories:
- Educational Products and Product-Related Services
- Administrative Services
- Technology Services

The Proposed Management Agreement is a draft to be negotiated and finalized after charter approval.

**3F. A plan for allocating sufficient resources towards a successful replication without disadvantaging the existing school(s).**

**Section 4 Business Plan**, specifically 4.A., describes the plan to allocate sufficient resources for a successful replication without disadvantaging CASC. As stated in the Plan, "The HVASC academic program will be incremental but complementary to the CASC program…." In addition to the shared management and other staffing structure and shared services previously described in responses to questions 3.A. and 3.E. above as well as the separate funding that HVASC will generate based on its own student demographics and school model (see **Appendix T Five Year Budget**):
- A new Alternative Education Campus principal/academic administrator will be employed by the ESP whose sole responsibility is to lead HVASC.
- Additional incremental new staff will be hired by the ESP strictly for HVASC:
  - Assistant Instructional Administrator
  - Registrars/Attendance Staff
- Additional student support staff will be employed by the Board for HVASC:
  - Special Education and Career Readiness Teachers
  - Counselors/graduation coaches
  - Student Engagement Support Staff
  - Family Resource Coordinators (Social Workers)
- Separate school office facilities will be established, proposed in the Columbia area

Please see **Appendix O** Draft Student Handbook/Draft Discipline Policy. Since the School does not intend to contract for transportation or food services, **Appendix P** Transportation Services Contract and **Appendix Q** Food Services Contract are not applicable to this application.

**3G. A copy of the bylaws, the Articles of Incorporation, and the signed Certificate of Incorporation.**

The signed Articles of Incorporation and Certificate of Incorporation can be viewed in **Appendix K**, and the bylaws can be viewed in **Appendix J**.

## Section 4. Business Plan

**4.A. A detailed description of budget assumptions that specifies the financial needs of a replication school and does not adversely affect students at the existing school(s).**

The five-year school budget for HVASC (included in **Appendix T**) is based on the educational program, projected enrollments (please see **Appendix R** for projected enrollments), conservative revenue estimates, and careful planning and budgeting of expenses which will enable HVASC to successfully carry out its mission and realize its vision. The HVASC academic program will be incremental but complementary to the CASC program and combine innovative online technology with traditional instruction and materials. In partnership with the proposed ESP, Stride, HVASC students will receive the Stride course content, instruction, assignments, assessments and supplemental online materials (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the students. Strides products and services fees are included in the budget. The aggregate CASC and HVASC organization chart is shown in **Appendix L** and is structured according to functional areas of school academics, operations, and administration. HVASC will share key school leadership roles with CASC shown in green, such as the Head of School, Special Education Manager, Operations Manager, Data Analyst, Student Engagement Support Administrator, CTE Administrator, and Local/Regional Human Resources/Finance support.  The incremental HVASC projected staffing plan is shown in yellow.  Certain positions will be determined by confirmed enrollment levels.

The School will share other Instructional and Administrative expenses with CASC. While the budget presented in **Appendix T** is purely incremental to CASC, some expenses will be allocated between the Schools based on student enrollment. Expenses that will be subject to allocation include Instruction and School Administration.

Each K-12 student eligible for free or reduced price lunch will be eligible for a loaned computer and a printer/fax/scanner. HVASC will establish a rate to assist families eligible for free or reduced price lunch with the cost of Internet service. For students residing in South Carolina rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology. The School will establish a process for families that are not free or reduced price lunch eligible but still in need of a computer, peripherals, and/or Internet access to make a request to the School administrative team. The School will ensure access is available for all students.

Student instruction will occur in a virtual learning environment and not require daily

transportation to a physical facility. It will be the responsibility of a student's parent/Learning Coach to provide transportation to and from school-related instructional or non-instructional activities requiring the student's attendance outside their home or place of regular study, including testing. The HOS will review available resources and work with students' parents/Learning Coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' IEPs in accordance with all applicable state and federal laws.

HVASC facility needs are only for administrative offices which can also serve as testing/ meeting sites in the state. Other sites will be arranged (for blended learning and/or testing, for instance), some rented, and others provided at no cost to the School.

The HVASC Board and HOS will review financial reports provided by Stride , in conjunction with monthly academic and enrollment reports, to inform decisions on any in-year forecast modifications to the budget and to plan for future budgets. Staffing, student-teacher ratios, and per pupil funding allocations will be closely monitored so that the need to increase or decrease staff can be anticipated in sufficient time so as not to adversely affect either the fiscal viability or the successful implementation of the educational program. Performance in all areas will be monitored by the Board throughout the year to ensure that financial resources are optimally allocated to meet HVASC charter goals.

**Revenue/Funding Assumptions:**
Revenue/Funding projections are based on the current South Carolina Average Daily Membership (ADM) methodology, using nine-month average enrollments as a surrogate. Enrollment assumptions for years 1-5 on a nine-month average basis, are described below.
Enrollment is allocated among the South Carolina Public Charter School District (SCPCSD) Pupil Classification categories based on historical trends, as well as future strategic goals. The allocation of total enrollments to the Pupil Classification categories is shown in the table below for years 1-5. The weightings are from experience of current year funding sheets and can be found on the May 27, 2021, FY20-21 135 Day Count Report from the Charter Institute of Erskine "May 2021 Funding Report" and **Appendix S**. The percentage of total enrollment allocations are based on 135 ADM counts for FY20--21. These weightings and enrollment percent allocations are assumed constant for all 5 years.

| Basic/SPED | Pupil Classification | ADM weighting | % of Total Enrollment |
|---|---|---|---|
| Basic | Kindergarten | 1 | 0.0% |
| Basic | Primary | 1 | 0.0% |
| Basic | Elementary | 1 | 0.0% |
| Basic | High School | 1 | 10.3% |
| SPED | Educable Mentally Handicapped | 1.74 | 0.4% |
| SPED | Learning Disabilities | 1.74 | 8.2% |
| SPED | Trainable Mentally Handicapped | 2.04 | 0.1% |
| SPED | Emotionally Handicapped | 2.04 | 0.4% |
| SPED | Orthopedically Handicapped | 2.04 | 0.1% |
| SPED | Visually Handicapped | 2.57 | 0.1% |
| SPED | Autism | 2.57 | 2.2% |
| SPED | Hearing Handicapped | 2.57 | 0.1% |
| SPED | Speech Handicapped | 1.9 | 3.4% |
| SPED | Homebound | 1 | 0.0% |
| Basic | Vocational | 1.29 | 74.7% |

| Basic/SPED | Pupil Classification | ADM weighting | % of Total Enrollment |
|---|---|---|---|
| Basic | Gifted and Talented | 0.15 | 0.0% |
| Basic | Academic Assistance | 0.15 | 38.0% |
| Basic | Dual Enrollment | 0.15 | 0.0% |
| Basic | Limited English Proficiency | 0.2 | 0.8% |
| Basic | Pupils in Poverty | 0.2 | 61.1% |

*State Funding*

- State:  Basic/SPED Formula Funding - K-8 and HS and Add-on Categories Funding projections are based on the basic and special education Pupil Classification allocations above. The projections use the FY17-18 Education Funding Act of 1977 (EFA) per pupil rate of $2,489 and Education Improvement Act of 1984 (EIA) per pupil rate of $1,900 for a combined rate of $4,389. These rates are reflected in the SCPCSD funding sheets from the May 2021 Funding Report. Projections assume a 2.5% per year increase for these rates for all 5 years.

- State:  Other Categorical Funding
  Other Categorical funding is included in revenue projections for years 1-5. For these projections, a blended per pupil rate from school year 2020-2021 was applied for years 1-5. No growth in the Other Categorical per pupil rate has been assumed. Funding sub-categories included in Other Categorical are Fringe Benefits (Sub-fund 100), Teacher Salary Increase (Sub-fund 350), Students at Risk of School Failure (Sub-fund 338), as well as the other miscellaneous sub-funds included in funding during FY20-21.

- State:  Other Funding
  Other Funding included in projections for years 1-15 is solely comprised of EIA Career and Technical Education(Sub-fund 329)funding. These projections  are based  on EIA CATE funding for FY20-21 and are increased  2.5% per year for all 5 years.

*Federal Funding*
- Federal: Title Funding
  Federal Title funding included in projections for years 1-5 is solely comprised of Title I funding. These projections are based on FY20-21 funding allotments and are applied on aper pupil basis with no per pupil rate increases projected in years 1-5.

- Federal: IDEA Funding
  Federal IDEA funding is included in projections for years 1-5. These projections are based on FY20-21 funding allocations and are applied on a per pupil basis with no per pupil rate increases projected in years 1-5.

- Federal: USDOE Charter School Planning and implementation Grant and other FederalState, and Private Grants
  Depending on the availability of funding, HVASC intends to apply for a USDOE Charter School Planning and Implementation Grant as well as other federal, state, and private grants. However, the budget does not assume any revenues from those sources. (see **Appendix V**)

**Expense Assumptions:**
The expense budget is based on historical trends as well as strategic goals for costs and contingencies. Projected expenses include:

*Instruction - Teachers*
- Salaries, benefits, and bonus:
  Staffing for HVASC in budget years 1-5 is based on historical trends, classroom size and course specific requirements, and federal funding requirements.

  Average annual instructional staff starting salary is $47,000. In addition to annual cost of living increases of 2.5% in instructional staff salaries, the budget also includes an annual bonus pool of 5% that would be awarded directly based on annual teacher evaluations.

- Instructional Materials, Non-Instructional Materials & Supplies, and Curriculum Delivery:
  Teachers are allocated resources for the purchase of personal instructional materials and Stride instructional materials (paper, pens, printer ink, other general office supplies and instructional materials). Teachers will receive the complete set of curriculum materials that students receive. Teachers also have online accounts within the learning management system in order to access a complete set of curriculum, student information system data, test preparation tools, and all reporting tools.

- Teacher Laptops:
  Each teacher is provided a laptop computer and printer.

- Conferences, Teacher Training, and Professional Development:
  The budget provides resources for conferences, teacher professional development, and training each year.

- Other Teacher Instructional Costs:
  In addition to the categories above, resources are provided for teacher travel, phone, printing and mailing, and Internet Service Provider (ISP) reimbursement.

*Instruction - Students*

- Proctored Exams and Test Administration:
  Resources are budgeted for student testing, including facility rentals, information technology infrastructure requirements, testing computers and applicable software, proctors, travel, and any other state/ sponsor-specific testing requirements.

- Curriculum Delivery, Instructional Materials, and Computer, Peripherals, & Software: Stride sends every student curriculum materials associated with his/her courses. Every student will be provided a full set of curriculum and access to the applicable Online School account. Each grades 9-12 student eligible for free or reduced price lunch will be eligible for a loaned computer and a printer/fax/scanner. The School will establish a process for families that are not free or reduced price lunch eligible but still in need of a computer, and peripherals to make a request to the School administrative team. The School will ensure access is available for all students. These costs are reflected in the Curriculum Delivery, Instructional Materials, and Computers, Peripherals, & Software line items. Shipping and handling charges for these materials is also included in these cost line items.

- Student Internet Service Provider (ISP) Reimbursements:
  Projections include Internet service reimbursement for students eligible for free or reduced price lunch. Reimbursements will be based on a set rate per month outlined in the School Handbook. For students residing in South Carolina rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology.

*Student and Family Services*

- Special Education Contracted Services & Other Related Expenses:
  The budget was developed based on historical trends of special education services that would be required for HVASC students.

- Field Trips/School Events:
  HVASC will provide various school events throughout each school year. The amounts budgeted for expenses related to these events are based on projected costs.

- Blended Program:
  HVASC will provide students an opportunity to combine online learning with face-to-face instructional and educational opportunities which will take place in shared and public spaces in various locations throughout the state. HVASC has included expenses for this program in budget years 1-5 based on historical cost trends.

*School Administration & Governance*

- Educational Services and Technology Services:
  Educational and Technology Services Fees are fees charged by Stride for the administrative staff such as the Head of School, Operations Manager, Academic

Administrator, etc., as well as fees for technology access and support for the online learning environment. Terms of the HVASC agreement with Kl2 provide for administrative services such as the administration of all business aspects and day-to-day management of the School, budgeting and financial reporting, maintenance of financial and student records, pupil recruitment, marketing and admissions. Kl2 also provides technology services including setup and training staff on systems, providing onsite and telephone support, software installation, and computer purchasing and setup.

- Non-instructional Staff Salaries, Benefits, and Bonus:
  These line items cover the costs of the non-instructional support staff at HVASC. This includes non-instructional administrative staff salaries, benefits, and bonus. Annual cost of living increases of 2.5% in salaries are included in the projections, as well as an annual bonus pool of 5% that would be awarded directly based on annual non-instructional staff evaluations.

- Other School Administrative & Governance Expenses:
  Other administrative and governance expenses included in the budget are legal services, auditing services, the authorizer's oversight fee, Board development and training, administrative travel, consulting expenses, temporary employee expenses, and membership fees. These costs are based on historical trends and vary with factors such asenrollment, staffing, and fees charged by outside service providers and vendors.

*Insurance/Facilities/Other*

- Rent and Facilities Maintenance/Repair:
  Included in the budget are facilities' rent and maintenance costs. These costs are based onhistorical trends with a growth rate of 3% per year.

- General Liability and Other Insurance:
  Included in the budget are insurance costs for the School. This includes general liability, workers' compensation, property, indemnity, automotive, as well as other insurance coverages deemed necessary for the Board and HVASC. The budget is based on historical trends with a rate increase of 3% per year.

- Other Facilities/Other Costs:
  Other facilities costs included in the budget are telephone, Internet, conference calling, copier and fax leases, postage and shipping, office supplies and equipment, computer equipment, and bank fees. These costs are based on historical trends and vary based on student enrollment and staffing.

*Balanced Budget Credits*

A balanced budget will be achieved each year. According to the terms of the proposed EPSA between Stride and the HVASC Board, Stride will issue credits against its charges to ensure that the School does not end a year with a negative net asset balance -- a "Balanced Budget Credit." This financial guarantee is not a loan, nor is it included in reportable liabilities of the HVASC Board.

**4B. IF any financial procedures, policies, staffing, structures, or reporting procedures of the replication school differ from the existing school(s), describe them here.**

Not applicable.

**4C. IF any plans related to retirement, transportation, or food services of the replication school differ from the existing school(s), describe them here.**

Not applicable.

**4D. Discuss the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit.**

HVASC will comply with S.C. Code Ann. §59-40-50(B)(3) which states that "A charter school must adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools" and under the requirements of S.C. Code Ann. §59-40-230(E)(10) that the Board "shall procure an outside annual certified financial audit on funds and submit to the State Department of Education as required by the State Department of Education." Based on the terms of the draft EPSA between the Board and Stride, HVASC shall arrange and engage an independent financial auditor, a Certified Public Accountant authorized to do business in South Carolina, and in which the Board will have sole authority in the selection process, in combination with the associated process for CASC.  The annual audit will be conducted in adherence with state requirements, Generally Accepted Accounting Principles (GAAP) for governmental entities, and the accounting and financial reporting standards established by the Governmental Accounting Standards Board (GASB) that follow GAAP. HVASC will oversee the audit process and liaise with the auditor to ensure timely completion of the required annual financial audit, including communication to the Board. Stride will ensure that all necessary School support financial records, documentation, and data required related to the School to complete the financial audit are prepared accurately and in a timely way, and are made available upon request. All statutory and regulatory requirements will be followed in the *SCDE Annual Audit Guide* and *Financial Accounting Handbook*. This annual audited financial report will be prepared for review by the Board based on their availability, such that a completed audit will also be submitted to other appropriate authorities as required by law no later than November 1st of each year.

**4E. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, or lower than expected student enrollment.**

The Board will work with Stride to develop a Contingency Plan. Stride will recommend, assess, and communicate the adequacy and risks of the Contingency Plan ultimately chosen and mutually agreed upon.

While the Board assumes ultimate responsibility for the financial viability of the School, Stride School Financial Services (SFS) supports the Board in development of annual budgets and monthly forecasts, and management of funding capture and revenue assurance, cost

control, appropriate sharing of costs with HVASC, working capital and cash flow. Stride SFS works closely with School leadership and the Board to report and highlight potential School financial viability issues, risks, and opportunities to allow the Board to react and take action.

During the annual student pre-registration process, actual enrollments and projections are closely monitored in conjunction with teacher ratios to mitigate over-hired situations. In the event of lower student enrollments or higher withdrawals versus those planned, instructional staff would be scaled appropriately. In response to cash flow challenges, in the event that the cash receipts of HVASC available from time to time would be insufficient to cover payment of expenses on a timely basis, Stride will advance to the School such amounts necessary to allow payment of such expenses on a timely basis.

Per the draft EPSA with Stride, while it will be the goal of the Board to achieve a balanced budget each year, Stride will be last in the priority of payments for its educational and technology services, and, when the School's budget cannot support the standard rates outlined in the EPSA, Stride will issue credits against its charges to ensure the school does not end the year with a negative net asset balance: a "Balanced Budget Credit." This financial guarantee is not a loan or reportable liability of the Board.

**4F. Present your facility needs assessment including number of classrooms, restrooms, amenities, etc. needed to implement the proposed program.**

A facility needs assessment will adhere to S.C. Code §59-40-60(F)(11) as stated to provide "a description of the building, facilities, and equipment and how they should be obtained" and in accordance with State Board Regulation 43-601 to establish an appropriate building location and equipment for HVASC's administration. The Board has engaged real estate brokers from Jones Lang LaSalle (JLL) in the facility selection process and a June 2021 market survey analysis identified numerous viable options for an adequate facility for HVASC. As such, the Board's initial search for facilities includes the following characteristics:

- approximately 1200 square feet minimum in size (1500 preferred);
- located within the Greenville, Columbia, Charleston, or Myrtle Beach areas;
- include a private office with a mixture of open desk spaces and shared workspaces;
- rooms used for conferencing and break – out sessions, and
- a break room with tables and chairs.

Once the facility is obtained, the Board will proceed with any necessary updates and procurement of any fixtures, furniture, and equipment. The facility will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA).

**4G. <u>IF</u> a prospective facility <u>is</u> identified, include the following:**

- **Address, location, and proposed lease or purchase agreement (if applicable)**
- **Construction or renovation plan that aligns with budget.**

The preferred location the board has identified will be in the Columbia area. Using the above criteria for facilities, the market analysis provided by JLL has identified a prospective facility located at 190 Knox Abbott Dr. Cayce, SC 29033. The space is approximately 1700 RSF and located on the third floor within a Class A building (Southern First Bank) just west of downtown Columbia. Additional specifications include:

- Free onsite parking with 160 spaces (4.10 – 1,000 SF ratio)
- Year Built: 2009
- Building Size: 39,000 RSF with 3 floors
- Gross Rental Rate: $22.00/SF

Please see **Appendix W** for a floor plan of the prospective facility.  A lease or purchase agreement (**Appendix X**) is not available at this time.

**IF a prospective facility is <u>not</u> identified, include the plan and timeline for identifying, selecting, negotiating and renovating (or constructing) the facility, and any contingency plans.**

A prospective location has been identified at this time.

## ADDENDUM

If your school utilizes or plans to contract with an educational management organization (EMO), charter management organization (EMO), educational service provider (ESP), or other vendor(s) to provide a significant proportion of the educational program or manage school operations, please provide the information below.

1. **Describe the oversight and evaluation methods that the school's governing board will use to oversee the EMO/CMO; include the supervisory responsibilities of the EMO/CMO (if any), including which school employees the EMO/CMO will supervise, how the EMO/CMO will supervise these employees, and how the charter school board will oversee the EMO/CMO's responsibilities.**

   The Board has adopted and will use an instrument to evaluate the effectiveness of the ESP. The instrument is included in this application as **Appendix Y**.

   The Board will conduct and oversee the evaluation. The Board may utilize the services of other individuals in the evaluation process. The Board intends to conduct the evaluation at least annually. The frequency of the evaluation may vary according to the needs of the school. The Board anticipates regular updates by the ESP during the course of the year on the school's performance relative to the goals set forth in the strategic plan.

   The evaluation results will be used to improve HVASC's strategic planning, goal achievement – to include academic performance – and to ensure contract compliance. The evaluation results may also be used as necessary for the needs of HVASC. An ESP evaluation may be used annually by the Board to determine the effectiveness of performance. The Board will debrief results with the ESP's leadership or representatives.

   The evaluation instrument is based on a four-point scale. A score of one (1) is equivalent to the ESP "never" performing the desired act. A score of four (4) is equivalent to the ESP "consistently" performing the desired act. An evaluator may also select a score of two (2) or three (3) as intermediate measures of performance.

   The ESP will be evaluated for its performance related to specific criteria in each of these areas (see **Appendix Y** for rating criteria):
   - Board Goals
   - Student Achievement and Development
   - Relationships
   - Operations
   - General Contract Compliance

   Consistent with the Board adopted ESP evaluation instrument, Sections 3.1 and 3.2 of the **Proposed Management Agreement** (see **Addendum 7**), the Educational Products and Services Agreement (EPSA), require:

3.1 School Oversight and Governance. The Board shall be responsible for overseeing the School's quality, operational and financial performance in accordance with the Charter and Applicable Law and working with the Sponsor and other authorities as required by law. K12 shall reasonably cooperate with such monitoring and oversight. The Board shall also be responsible for monitoring K12's performance to ensure compliance with the Charter and the terms of this Agreement.  The Board shall conduct an annual evaluation of K12 that must, at a minimum, align to expectations and standards established by the State and the sponsor through the Student Success Profile and the South Carolina State Report Card.  K12 shall not serve as the single point of contact with the Sponsor or the South Carolina Department of Education. However, K12 shall be included in communications with both.

3.2 Adoption of Policies. K12 shall recommend various School policies. The Board, however, retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with the implementation of School policies and adopt procedures consistent with such policies, subject to Section 13. The Parties will work collaboratively in a timely manner on the creation of School policies. Until collaborative policies are in effect, the Parties agree that K12's standard policies and practices applicable to similarly situated schools shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School policies adopted and must promptly notify K12 in writing of any changes to such policies. The Parties agree that no School policies shall revise, amend or create additional rights or obligations to either Party of this Agreement, except as may be agreed to by both Parties as a written amendment hereto.

As provided in Sections 9.1, 9.2, 9.3, and 9.4 of **Addenda 7 Proposed Management Agreement** (see also **Appendix L Organizational Chart**):

9.1 K12 Staff Assigned to the Program. In addition to the existing K12 staff assigned to CASC that will be shared to support the Program, the following incremental K12 employed staff will support the Program: Principal/Academic Administrator, Assistant Instructional Administrator and Registrar/Attendance Staff.

9.2 Complaints about K12 Staff. If the Board is dissatisfied or concerned about the job performance of administrative personnel employed by K12, the Board shall discuss the matter with the HOS. In the event the Board has a concern or is not satisfied with the HOS's job performance, the Board will provide K12 with official written notice pursuant to this Agreement and set forth the specific issues along with any supporting documentation that may be available. K12 shall review such information and respond within thirty (30) days with a proposed resolution, which may include a corrective action plan for the HOS. If the Board is dissatisfied with the proposed resolution or the HOS's performance following the implementation of a corrective action plan, the Board may direct K12 to remove the HOS from that position and assign a new HOS to the Program, and K12 shall do so within ninety (90) days and in accordance with the provisions in Section 9.1 Notwithstanding any provision in this paragraph, substantial misconduct by a K12 staff member assigned to the Program, which may include a

violation of civil or criminal law, may result in immediate termination of the offending K12 staff member by K12. In the event the Board receives allegations that the HOS may have acted illegally, the Board Chair or his or her designee shall contact the Regional General Manager for K12 as soon as possible to inform K12 of the allegations and provide any information obtained by the Board so that K12 may investigate. While investigating the allegations, K12 may decide to place the HOS on administrative leave as reasonably appropriate. In the event the Board receives allegations that the HOS may have acted illegally and is unable to reach the Regional Vice President for K12, the Board Chair or his or her designee has the authority to place the HOS on paid administrative leave pending K12's review of the allegations.

9.3 Student Support Staff. In addition to the existing Board employed staff assigned to CASC, the Board shall directly employ the following applicable "Student Support Staff" for the Program: Regular, Special Education and Career Readiness Teachers, Counselors/Graduation Coach, Student Engagement Support Staff and Family Resource Coordinators/Social Worker. K12, at the direction of the Board and consistent with the Board's budget, will recruit, set the terms of employment, conduct background checks, hire, supervise, evaluate, discipline and terminate (subject to any appeal rights) Student Support Staff. The HOS, or his or her designee, shall be responsible for the day-to-day supervision of Student Support Staff. The HOS, or his or her designee, shall have the authority to place Student Support Staff on administrative leave and take disciplinary action, up to and including termination/dismissal, subject to any right of Student Support Staff to appeal a termination decision to the Board. Pursuant to S.C. Code Ann Sec. 59-40-60 (F)(13), a Student Support Staff employee who has been recommended for termination/dismissal by the HOS will be given notice and an opportunity to have a hearing before the Board as outlined in the ISSC Employee Grievance Policy. The Board will decide whether to uphold or reverse the HOS's decision to terminate employment of the Student Support Staff employee. If the Student Support Staff employee chooses to resign, the HOS has the authority to accept the resignation. The Board will be responsible for all costs associated with the employment of Student Support Staff (including, without limitation, salaries, benefit, travel and other expenses.) To the extent required by law, all Student Support Staff personnel shall be State certified or possess the necessary credentials, qualifications and background checks as required by Applicable Law and/or the Charter.

9.4 New Positions. If the Board includes a new position in its budget, the Board, in consultation and agreement with K12, shall specify whether the position will be classified as administrative personnel employed by K12 or Student Support Staff employed by the Board.

2. **Provide evidence that the school's governing board is independent from the EMO/CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.**

   Section 11 of **Addendum 7 Proposed Management Agreement** describes the relationship of the Board and K12 as "parties" to the agreement. It states that:

K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board of Directors and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and School. The Board and their employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

As evidence of independent legal representation, the Board is represented by Turner & Caudell, LLC as its legal counsel. Turner and Caudell, LLC does not and has not represented K12 Virtual Schools LLC.

3. **Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed EMO/CMO, and any affiliated business entities.**

The Board has adopted a Conflict of Interest policy applicable to Board members and employees of the School which is consistent with the requirements set forth in the South Carolina State Ethics Commission Rules of Conduct, S.C. Code Ann. § 8-13-700 et seq., and the South Carolina Charter Schools Act of 1996 § 59-40-50 (11). There are no known existing or potential conflicts of interest between the HVASC Board, proposed school employees, proposed ESP or any affiliated business entities.

4. **List all subsidiaries or related entities that are affiliated or owned in whole or in part by the EMO/CMO, and identify the nature of those entities' business activities and explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.**

Stride, Inc. (NYSE: LRN) (formerly K12 Inc.) is an educational service provider that has transformed the teaching and learning experience for millions of people by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, the military, and enterprises in primary, secondary, and post-secondary settings. The Board plans to contract with K12 Virtual Schools LLC, a subsidiary of Stride, Inc., to provide the School's educational program and manage school operations. K12 Virtual Schools LLC does not have any subsidiaries.

5.  **Describe and provide documentation of any loans, grants, or investments made between the EMO/CMO and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.**

    Not applicable.

6.  **Describe the plan for the operation of the school in the event of termination of the management agreement.**

    The operation of the School in the event of termination of the management agreement depends upon the nature of the termination. In the case of termination by either party, K12 will use its best efforts to work with the Board to complete the current school year under the provisions of the current management agreement. Please see **Addendum 7 Proposed Management Agreement**, Sections 13 and 14,  for detailed termination contingencies.

7.  **Proposed Management Agreement - including, but not limited to:**

    a.  **A detailed scope of services;**

    b.  **The compensation structure and payment schedule, including all fees, bonuses, loans, investments, expenses, and other financial arrangements;**

    c.  **Describe the respective financial responsibilities of the school's governing board and the EMO/CMO;**

    d.  **The relationship and reporting structure between the Board, the School administration and staff, and the management organization;**

    e.  **The roles between the School and management organization related to employee selection, hiring, evaluation, and termination;**

    f.  **The process and measures used to evaluate the management organization;**

    g.  **The conditions for intervention or termination.**

    Please see **Addendum 7, Proposed Management Agreement**.

# *APPENDICES*

# *AND*

# *ADDENDUM 7*